

Federation for Child Study Bulletin

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The Universities and Education for Parenthood

Alma L. Binzel

NEW institutions come into existence when old ones fail to meet the demands of a changing social order. The proposal to establish parentoriums hints at felt needs which schools and universities have overlooked.

Indeed, present-day parents have gained the knowledges and skills involved in raising healthy wholesome, worthwhile children quite outside of the schools they attended. For instance, women's magazines which formerly stressed foods, finery, fancy work and fiction as the Four Feminine Fundamentals have recently called attention emphatically to a fifth — family — and especially to the oncoming members thereof: the children.

Study clubs and clinics also have made contributions from different angles hence he who talks glibly today about maternal, paternal and parental instincts as safe guides in the rearing of children is heckled by his audience. Since such instincts do not exist, parents do not inherit specific ways of bringing up children. Their ways—be they bad, good or excellent for the children—are learned through experience.

This experience is a mixture of the parents' own up-bringing; their thoughtful observation of and

reading how other parents have managed wisely or otherwise; their puzzled experiments of both the trial and error, and the fumble and success kinds and their increasing reliance today upon the guidance of experts in the physical, mental, social-moral and religious aspects of developing child-life.

Faith that such guidance can be given has already culminated in national legislation which made possible The Children's Bureau and the Sheppard-Towner Infant and Maternity Hygiene Bill. It has led to the formulation of a bill to

enact a law for compulsory education for parenthood in the state of Colorado.

This bill specifies which parents shall attend and which may be excused from the work to be provided by the school system of the locality. It offers the following for the main lines of subject matter:

1. Knowledge of physical defects; their effects on child behavior and health.

2. Knowledge of parental discipline; its use in the wise management of children in the home.

3. Knowledge of the effects of fatigue and the need for rest in childhood and adolescence.

4. Knowledge of the effects of malnutri-

TEACHERS COLLEGE

Columbia University

announces a new course

Training for Leadership
in the Education of Parents

In cooperation with

The Federation for Child Study

The lectures will deal with the fundamental principles of child nature and development from the physical, psychological, and educational aspects. Emphasis will be laid throughout upon the progressive changes in the characteristics and needs of the child from birth through adolescence.

The field work, including observation, discussion, and participation in the activities of organized parent study groups will be conducted through the Federation for Child Study.

For further particulars inquire at the office of the Federation for Child Study, 242 West 76th Street.

Registration at Teachers College,
525 West 120th Street

tion and the need of proper nutrition for children.

5. Knowledge of hygiene, including training in sex hygiene.

6. Knowledge of such matters as may hereafter be shown to have important bearing upon the health and behavior of oncoming generations.

The sponsors of this bill believe that parents are eager to do well by their children; and that juvenile ill-health and delinquency will be decreased materially only when present-day parents are given a fairer chance through education to solve their problems more wisely.

The parents of tomorrow's children are students in our schools today. In their behalf pioneer experimentation has been under way on modest scales in some upper grades, high schools and universities.

Six years ago the Home Economics Department of the University of Minnesota required of its seniors a course in child psychology from the standpoint of the home and also one in the actual care and management of children in the home management house. These theoretical and laboratory courses have now spread to a dozen other universities constituting a valuable beginning in the movement of education for parenthood on university campuses.

This movement will soon include the men also for note that fraternity men have instructed their representatives to notify the college faculties that:

"Students desire a clear and scientific understanding of sex and reproduction, inasmuch as such knowledge is capable of making life richer and more inspiring. This instruction is to include information on . . . how young men and women may prepare themselves for married life, parenthood and home making; and how they may train their children so as to avoid some of the mistakes of their parents; . . . how they may carry on in building up what our ancestors have accomplished in establishing and cherishing the permanent comradeships of the home." (See Hygeia, July 1923, Page 259.)

Several years ago the report of the Committee on Educational Policies for the American Association of University Women stated that:

"Modern psychology and psychiatry have convinced us that the early years are exceedingly important ones from the point of view of the formation of physical habits, mental habits, and elements of character and personality—far more important than we have been supposing. If so,

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Child Study Groups

Chapter 77

Study Group for Mothers of Young Children

The organization meeting of the study group for mothers of young children was attended by about fifty members. The aims of child study were outlined; the range of suitable topics described. The following topics were chosen for the year's study:

Infancy and Its Discipline	Imagination
Obedience	Truth and Falsehood
Punishment	Curiosity
	Fear

At the first meeting papers were read on "Infancy and Its Discipline"; the first, was a report on Chapters VI, VII and XI of Watson's "Psychology from the Standpoint of a Behaviorist."

Those unfamiliar with it learned that Behavioristic Psychology deals with the prediction and control of human behavior. Watson studied experimentally more than a thousand infants at Johns Hopkins University to determine what reactions are inherited and how their early modifications affect the child's whole personality—for good or ill.

He defines emotion as "an hereditary 'pattern-reaction' involving profound changes of the bodily mechanism as a whole, but particularly of the visceral and glandular systems." By "pattern-reaction" is meant that the separate details of response appear with some regularity and in approximately the same sequential order each time the exciting stimulus is presented. Stimulus here refers to the entire setting or environment of an individual. Watson's experiments show only three emotions present in the original nature of man as manifested in infancy. These are fear, rage, and love.

Two original situations causing fear responses in infants are a sudden removal of support and a sudden loud sound. The responses are catching the breath, clutching with hands, crying, etc., or with older children, running away and hiding. Watson believes that children are not instinctively afraid of the dark. They learn to fear it. That is, the child's natural fear response to a loud noise is easily transferred to the dark by having his mother bang the door just as she turns out his light after having put him to bed. Thereafter, the dark alone may provoke fear. This is a conditioned, a learned reaction.

The original situations causing rage are those

in which the infant's movements are hampered. The responses are crying, screaming, stiffening of the body, holding breath, kicking feet, etc., or, in older children kicking, slapping, pushing, etc.

The original situations which call out love responses seem to be stroking or manipulating of some erogenous zone, tickling, shaking, gentle rocking, patting and turning upon the stomach across one's knee. The responses are cessation of crying, or smiling, cooing, gurgling, etc.; in older children extending the arms, probably the fore-runner of the adult embrace. Too strong a stimulus may produce a shock.

Along with these external reactions are internal ones of importance. Digestion is retarded. The flow of adrenin from ductless glands liberates more sugar than the body can care for; this excess passes over to the urine producing glycosuria.

One of the members emphasized as the keynote from Watson, the importance of beginning at birth to condition children favorably. That is, parents must prevent situations which call out undesirable, and foster those which cause desirable responses.

Next came a report on Cameron's "The Nervous Child." Observations of the child in the nursery impressed Cameron with the child's imitativeness, suggestibility, love of power, and reasoning capacities.

Because the child reflects his environment it is tremendously important that the suggestions we make and the examples we set are worthy. Cheerfulness, truthfulness, courage are just as catching to the child psychologically as measles and whooping cough are physiologically. The child's crude efforts at dressing himself should be encouraged. Cameron maintains that elaborate apparatus, such as Montessori provides for lacing or buttoning shoes, is unnecessary. The child's own shoes offer good practice situations.

A child soon begins to realize his importance in the family circle. Adults play too much with him; they overlook his limited physical and emotional capacities; he becomes nervous through over-exertion. Protection from shock, with play alone or with other children, is better procedure. Adults should not discuss the child's mischievous pranks in his presence. Neither should they mention his refusals to eat and sleep. These latter problems are often initiated by the parents. A calm expectant manner usually results in gradual acquisition of healthy habits.

The child should be treated as a reasonable being. He resents being forced. He feels crushed

and inferior. Both defeat by and victory over people are harmful to the child. He acquires either an extreme sense of helplessness or power. Cameron maintains that if training is wise punishment will be rare; when resorted to it must be deliberate and largely the natural effects of causes. Rewards should be unexpected hence not given as bribes.

The aesthetic sense develops very early; emphasis should be placed on cleanliness; the sense of what is pleasant should be encouraged.

Considerable discussion followed reading the papers.

In connection with original fears two cases were cited of children about six months of age. One was afraid of strangers; the other, of a person with dark beard and eyes. As far as could be ascertained these children were not badly conditioned; they had not learned to be afraid of such situations. Watson's theory was not questioned; the possibility of an explanation for these manifestations outside of the field of the behaviorist psychology was mentioned.

Reactions of rage caused by hampering the infant's movements brought up the question of thumb-sucking. Tying the hands, using aluminum mits, etc., are strongly advocated by some pediatricists for its cure. If these mechanical restraints cause rage the resultant effects on the visceral and glandular systems will be unwholesome. If the mental hygiene students are correct in their interpretation of thumb-sucking as a manifestation of emotional unrest, then the mechanical restrictions merely eliminate the outward expression while repressing the unsatisfied emotions. Better procedure lies in the gradual transfer of the child's enjoyment of the thumb-sucking to that of manipulating simple toys.

Since violent emotions retard digestion, there arises the question of forcing a child to eat when he has no appetite. Forceful feeding, according to the group, is physiologically and psychologically injurious. Common errors in management which account for many difficulties in feeding children are irregularity in meal time, undue attention to the individual and over-eagerness on the part of the mother. Occasionally, however, even a child who is wisely managed shows no desire for food. The results of special study of non-hungry children by physicians is desired; radical measures, such as starving, forcing or punishment are undesirable.

It was suggested that the Montessori apparatus

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Replace Friction With Sympathy

No matter what others may say, every parent knows that a certain particular child is quite unlike any other that ever lived. And after making all due allowance for possible prejudice, it must be admitted that the parent is right: every child is unique. But when there is nobody around to be impressed with the distinctive individuality of that same child, the parent is apt to forget the individuality—and then there is friction. For it is just to the extent that you have individuality and that the child also has individuality that there is any opportunity for cross purposes and the consequent irritation. It is just because the child wants what he wants when you wish him to have, or when he must do, something else that there are any opportunities for disagreement. It is because you still want the child to grow up to be himself (instead of having all his distinctive qualities planed down by friction against an unyielding external world) that you must find ways of eliminating the friction.

But is not the child to learn his place, and his limitations, and the rights of others? To be sure; all these he must learn, and more. But it is not through the "conflict of wills" or through the cultivation of hostilities between you and him that he is to learn. Friction comes where we fail to discriminate between the legitimate demands of the child and his arbitrary whims. An understanding of what the child has a right to expect will make us ready to concede a great deal without danger of spoiling him and without too much strain upon our established habits of resisting the claims of the child. Moreover, a better understanding of what we have a right to expect from the child, will enable us to make our guidance more effective, without putting too much strain upon his good nature and adaptability.

Observations in the Field

Stories suitable for this column, as well as comments upon them from our readers will be appreciated.

"To Wash or Not to Wash"

"I wonder what makes James so late today. He is usually home for lunch by one o'clock, and it is already nearly a quarter after." James' mother is anxiously watching at the window, and her ears are strained for the sound of the boy's step. Finally, after another few minutes, in he comes, a hungry, tired out, at the same time, very much excited small boy of eight. As the door slams, he rushes in and, bursting though he is with news that is vital to him, his enthusiasm is quickly dampened by his mother's exhibition of anxiety, annoyance, and her relief, all in one breath—"Hurry, James, what made you so late—the luncheon is getting spoiled; wash your hands; don't throw your cap on the floor" until James' triumphant and joyous entrance is made stale, and his weariness and hunger get the upper hand, making him cross and ugly and thereby delaying the progress of the meal even further. Hands must be washed! Ordinarily the boy performed this function without second thought, but today he balked, and the more Mother insisted, the more he objected, until finally, overpowered by the nagging, he sullenly gave in. The belated meal begins, with everyone in an unpleasant frame of mind. Does this picture seem like an exaggeration? Yet how often does the mother or the nurse, with the very best of intentions help create an atmosphere of irritation when with just a little forethought, the trouble might have been avoided. "But," the objection comes, "of course the mother was upset, and of course an eight-year-old boy must wash his hands." True enough, but aren't we losing sight of the main fact? Obviously, the chief consideration at the moment is a prompt and peaceful lunch, more important than the hands and even more important than the mother's anxiety. If, instead of bombarding the boy with questions and orders, the mother had hustled him out of his coat and to the wash basin, his story would have been told and his hands washed in a much shorter time than the argument took; and in helping him and listening to his story of what caused the delay, both mother and son would have avoided the distressing struggle with its resultant feeling of frustration on both sides.

Marion M. Miller.

Federation Activities

Lectures

On the afternoon of January ninth, a lecture was given on "Psychological Types and their Value for an Understanding of Human Relations." The speaker, **Dr. Beatrice M. Hinkle**, neurologist and psychoanalyst, is also author of "The Re-Creating of the Individual" and translator of Jung's "Psychology of the Unconscious." Dr. Hinkle emphasized the fact that the great problem of humanity is the problem of the individual's winning for himself a greater fulfillment from life and gaining possession of those latent functions and attributes which he dimly senses are part of his heritage. These latent forces exist only as possibilities of the far distant future. He feels within himself the urge of creation but is at the same time aware of a restraining force. These are the two great movements in life—the moving forward and the flowing back. Both are essential and complementary for the fulfillment of a creative life and the attainment of any higher human synthesis.

As a disciple of Jung, Dr. Hinkle divides individuals into two distinct classes with well-defined outlines: the introverts, whose primary movement of the libido is toward the center or ego, and the extraverts, whose movement of the libido is toward the periphery or objective reality. Each of these two main types subdivide into three groups: the simple extravert and the simple introvert, the objective extravert and the objective introvert, and the subjective extravert and the emotional introvert. The objective types are the absolute antithesis of the subjective types. They possess little or no differentiation of the subjective functions of feeling and intuition but they are limited to the simple sense perception of things and are quite unaware that values exist of which they have no comprehension.

Although the effects of environment and experience play a very great role in determining the future tendencies and development of the child, nevertheless these influences are confined more to the conscious and outer crust of the individual, to his conscious attitudes and conduct, his habits of action and thought under ordinary and simple conditions. They do not fundamentally alter the natural psychic processes of the individual, which beneath all the coverings and outer appearances maintains its inner integrity. This is popularly recognized by the expression, "Civilization is only skin deep." Therefore, while the surface reactions of many individuals appear to determine them very definitely as belonging to a certain type, this is often deceiving and a cause of much confusion, for the attitude may be one unconsciously assumed because of the prevailing family or national psychology or because of an unconscious effort at compensation for an inadequacy which appears undesirable. A careful study, however, will reveal the gaps and irreconcilable tendencies which normally have no part in the type assumed. Soon there appear the evidences of a reaction mechanism beneath which the real psychological type to which the individual belongs becomes clear. At the same time his difficulties may be found to lie in the fact that he has been trying to live a psychological complex not his own.

The greatest value of this scheme of classification lies in the guidance it offers to a better understanding of human relationships; for, through some knowledge of the type to which a human being most nearly belongs, it is possible to know in advance something of what to expect in the way of reaction to and conduct in a given situation. In this way those grievous mistakes which interfere with and spoil human relationships should be lessened; for one would not expect of another something that is obviously impossible for him to be, nor condemn him so cruelly because he does not live up to some ideal which we possess. We might then replace criticism and condemnation with sympathy and the understanding that he is more or less bound within the limits of his type until such time as his increasing knowledge and development enable him to transcend its limitations.

On Sunday evening, January thirteenth, there was a lecture and discussion by **Dr. Benjamin C. Gruenberg** on "The Transmission of Acquired Characters," which dealt with the present status of the problem, the issues involved, and their importance. This lecture was arranged at the request of members who were present at the lecture by Dr. Paul Kammerer, and who felt that a more comprehensive consideration of the issues involved would be of value to all interested in the subject. Dr. Gruenberg emphasized the difficulty of separating heredity and environment and the futility of dealing with each factor in the abstract in regard to any particular individual. The development of characteristics in an adult animal or plant depends upon the fact that protoplasm is plastic and that it combines many capacities, each one of which is inherent in the egg and can manifest itself when conditions are favorable, developing differently under different circumstances. The two opposing views, that which affirms the transmissibility of acquired characters and that which denies it, are both upheld by scientists of the first rank. But many of the experiments which are supposedly successful in supporting the transmissibility theory can be satisfactorily explained on some other basis and therefore cannot be accepted as proofs. There are, however, certain experiments which seem to prove the existence of a mechanism by which the germ is reachable and modifiable. MacDowell's experiments with rats prove that alcoholism may affect the germ plasm; and Guyer's experiments with rabbits show that changes in the blood seem to modify the germ-plasm. The experiments with one-celled forms, however, are not likely to be of much value in their application to a higher type or to man, except perhaps in a negative way. The only immediate control man is able to exercise is over the environment. So much of the social environment is cumulative that there is a constantly increasing improvement in man's resources and his skill in using them, but there is no basis for the assumption that human beings inherit improvements or that the race has really advanced organically. The whole question is complicated by reliance upon *a priori* arguments; a categorical answer on either side must be arbitrary and is unwarranted today.

The introductory lecture, in the study group on Child Behavior conducted by **Dr. Bernard Glueck** and **Dr. Dudley D. Shoenfeld** on twelve successive Tuesday mornings, was given by Dr. Shoenfeld on January fifteenth. He dealt with the adjustment of the individual to his environment; this is a mental function. The best mind is the one capable of the greatest latitude in adjustment. There are all degrees of adjustability, but the most limited adjustability of a given individual must be considered his normal adjustment. In a large measure, the degree of adjustability may be determined by the conduct of an individual.

The process is complicated, involving reasoning; the reaching of conclusions. These may be strong or weak; their resulting outcomes may be in or out of harmony with society. Fortunately it is possible by training to substitute a weaker conclusion leading to acceptable reaction for a stronger one resulting in unacceptable action.

When strong conclusions leading to unacceptable reactions prevail maladjustment results. It is the duty of the psychiatrist to locate the defect in the process and interpret it as early in the life of the individual as possible. To obtain the best results, this should be accomplished before adolescence.

The conflict between desire and realization is at the very basis of mental life. It is a process of adjustment consisting in minimizing the discrepancy between desire and realization. This conflict begins at birth. In early infancy, however, desire is anticipated by the child's caretakers, hence realization takes place as soon as the desire is known. The discrepancy tends to increase as the infant grows older, touches reality at more numerous points, and is expected to realize through his own efforts. As the conflicts become greater and greater, there is a tendency to hold on to infantile life, with its effortless protection and gratification of desire.

The individual may seek the solution of this craving for realization in one of three ways:

1—he may undertake to do various things to gain realiza-

tion along lines laid down by social custom. (This is healthy adjustment.)

2—he may undertake to do this, but not along lines laid down by custom. (This may lead to progress, reform, or to unhealthy adjustment.)

3—he may phantasy the realization of desire.

An individual of the second group may develop into a member of the third group; a member of the third group may develop into a hopeless case for which there is as yet no cure. There is thus a potentiality for any maladjusted individual's becoming a hopeless case, hence the early symptom—wishing to do a thing rather than actually doing it—must be detected. Often the parent does not differentiate between wishing and acting on the part of the child; sometimes an outside observer with an objective attitude can do so readily, and is a better judge of the case. Day dreams when not accompanied by a practical attitude may become dangerous. The important factor in diagnosis is the ability to differentiate between mere wishing and wishing leading to action.

Another type of maladjustment is that where the desire itself is abnormal because out of harmony with the status of the individual to such an extent that realization is impossible. Here also it is important that observations be made of the emotional reactions and that the intelligence be tested as early in the life of the child as possible. Psychological tests do not convey information indicative of the emotional sides of the individual; indeed high intelligence quotients are not infrequent in cases of maladjustment. The intelligence quotient is valuable, but other data is necessary in dealing with a case.

A lecture was delivered by Professor Patty Smith Hill of Teachers College on Thursday evening, January 17th, on the subject: "Changing Conceptions in the Education of Children." Professor Hill's aim was to interpret the changes that have taken place in education during the past decade. Most parents have a tendency to judge instruction by the kind of schooling they had in the past and do not realize that the modern school must meet a changed civilization and that, insofar as education is the adaptation to environment, it must change as the conditions of life change. There are many divergent opinions as to the kind and degree of change needed.

There have been marked changes in the history of education in the United States since the early days before schools were established. But even at that period, the belief in compulsory education prevailed and a curriculum was laid out for use in the home. This curriculum reflected the old conception of education rather than the new conception of government, and imposed its material rigidity upon the child, whose immaturity was regarded as an evidence of original sin. Memory was considered the chief faculty to be developed on the basis that the abstract knowledge gained might some day be illuminating and useful. It has been only after a long, slow process that the material of the curriculum has been adapted to the needs of the child and that knowledge has become recognized as of value only if acquired by the child through actual experience.

A marked change has taken place in the organization of the school. Instead of the old system of mass production in accordance with certain preconceived ideas of education, learning is now recognized as an individual process and the specific abilities and disabilities of pupils are taken into account. The new conception of education aims to develop the following abilities in the pupils: (1) the ability to work alone when necessary, or to work with, for, under and over others when necessary; (2) the ability to lead and to follow; (3) responsibility for oneself and for the group. The processes whereby these ends are attained are not outwardly orderly and that is why the old, literal-minded conception of order has been supplanted by the new conception of order in and through activity—productive order. This means that the pupils are permitted to formulate their own laws of government as far as possible, with the teacher acting only as final authority in enforcing these laws. This involves a new conception of teaching and the normal schools must change their curriculum to train this new type of teacher, who must be prepared for all the emergencies that arise because of the variability of pupils.

The old-fashioned preparation is inadequate to cope with the element of uncertainty where self-activity of pupils prevails. Most of the mistakes of the old system were due to the tendency to treat children as standardized things, rather than as self-active, creative beings. The old system of recitation in class has been displaced by discussion, experiment, investigation and proof. Criticism is at its best when helping people to grow and the modern child is trained in self-criticism from which false pride has been eliminated. The object of concentration and attention has been transferred from the teacher to the "job"; **concentration is attention on its job.** And the final aim of this new conception of education is to stimulate mental growth through the right kind of emotions and to develop the ability to cooperate in a social environment.

The time has come when education is being looked upon as a science and is being tested and proved. The teacher, however, must not lose faith in the things that cannot be proved and measured and must hold fast to them and emphasize them. She must have breadth of vision and realize that education is bigger than natural science and that although she is judged by the things that can be tested scientifically, there is no substitute for keen insight and judgment along lines that cannot be measured.

Reception

On the afternoon of Wednesday, January 23, a reception to new members of the Federation for Child Study was held at the home of the President, Mrs. Howard S. Gans. A number of the older members were present to assist in welcoming the guests and serving tea. A program of songs was very charmingly rendered by Miss Hettie Harris and Mrs. Sidonie M. Gruenberg read a report of the new program of activities inaugurated by the Federation which gave those present a comprehensive survey of the many ramifications of its work, its new affiliations and its astonishing growth in membership and service to the community.

The Universities and Education for Parenthood

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our educational system, which makes no provision whatever for these years, is very faulty. Not only is there no provision in the system for the training of the children, but there is also no adequate provision for the training of future mothers in the care and management of small children. The college trained mother approaches the task of providing a wise educational environment for her young children with no more specific preparation for it than the mother whose education ended with the elementary school." . . .

The Committee recommended that:

" . . . it might well be made the function of the college to train experts in the education of young children, and to give young women a much more adequate background than they now possess for motherhood."

Our schools are dedicated to preparing students for life. For universities to ignore longer preparation for the problems of parenthood will be costly folly. The demands for leaders in the field of education for parenthood are already numerous. When Colorado's bill is passed this demand will be increased. Will the universities have made ready for that increase? Is it not to them that we must look in part at least for trained leaders?

Study Groups

(Continued from Page 3)

for lacing might serve as supplementary practice since the posture in manipulating his own shoe-laces is not an easy one for the child to maintain.

A report on Read's "The Mothercraft Manual" was postponed to the next meeting.

The group decided to take "The Nursery School" as the subject for the following meeting.

The following references were assigned:

"The Nursery School"—Margaret McMillan.

"Nursery School Education"—Grace Owen.

"New Psychology and the Parent"—H. Crichton Miller.

Book Reviews

Education for Moral Growth. By Henry Neumann.

Dr. Neumann's book "Education for Moral Growth" is intended to set before teachers, parents and students the variety of opportunities for promoting the idealism of the young that exist in the moral resources of the school. The book is in three parts—first the Ethical Implications of Democracy, in which the author discusses freedom, political and personal, and the spiritual ideal of equality. Then he considers the various forces that have contributed to America's Ideals, and finally he takes up the resources upon which our young people must draw. The whole thing is wide in scope, but detailed in application. In every case the general statement is backed, not only by authority, but by concrete example. The reference bibliography is helpful because it covers a wide range, and also because it is conveniently placed—in foot notes and at the close of each chapter. Another splendid feature is the problems for discussion at the close of each chapter. Dr. Neumann suggests topics for discussion that have a direct bearing on his subjects, but which are drawn from dozens of sources—literary, historical, etc.

In addition—the volume is very readable—not at all technical, and particularly interesting because of the wealth of source from which it is drawn. It is, I suppose, primarily a text book—but, because of its wide interest, and fine presentation, it should find its way into the hands of many parents, as well as students of ethics.

M. M. M.

D. Appleton & Company, 1923. Price \$2.50.

The Nervous Child. By Hector C. Cameron.

Following the trend of preventive medicine, "The Nervous Child," by Hector C. Cameron, is an important contribution. Although written by a physician, the presentation of the material is not so technical but what mothers and teachers without specialized training will find it extremely helpful in increasing their understanding of the normal infant and small child. The book is of especial value, of course, in the management of the child, who, for some reason, is handicapped by hypersensitiveness or instability, which, if mishandled or neglected may develop into neuropathy in adult life.

The author first introduces the child in its normal home environment, and with great skill shows

how the child is affected by the people about him. Then he considers a number of the more common nervous difficulties of children, such as want of appetite, indigestion, restlessness, nervous habits of various kinds, and in each case shows how much of the mental and physical state of the child must depend upon the surroundings. The book is so simply written, so full of concrete examples, and so wide in its scope that its usefulness is far more general than the title would lead one to suppose.

M. M. M.

Oxford University Press, 1921. \$2.30.

Books Received to Be Reviewed

- "The Re-Creating of the Individual." Beatrice M. Hinkle. Harcourt, Brace & Company. \$4.50.
- "Parents and Sex Education." Benjamin C. Gruenberg. American Social Hygiene Association. \$1.00.
- "Your Hidden Powers." James Oppenheim. Alfred A. Knopf. \$2.00.
- "Parenthood and Child Nurture." E. D. Baker. The Macmillan Company. \$1.50.
- "Every Teacher's Problem." W. E. Stark.
- "The Healthy Child from Two to Seven." MacCarthy. The Macmillan Company. \$1.50.
- "One Little Boy." Hugh de Selincourt. Boni. \$2.00.
- "Teeth, Diet and Health." Kurt H. Thoma. The Century Company. \$2.00.

Suggested Readings

From Current Periodicals

Education and Public Opinion, by William H. Kilpatrick, Teachers College Record, November 1923.

Discusses the making of individual opinion and the formation of public opinion; both being ascertained by means of "practice with satisfaction." He outlines the sources, often ill-considered, from which these satisfactions are derived and suggests remedies along practical lines. The main hope lies with the young, partly in the home, but mainly in the school. Both school and home, however, should cooperate in building in our young people "a higher type of satisfaction."

The Need of Training for Parents, by George E. Johnson, Prof. Graduate School of Education, Harvard University.

Pointing to the school, the High School, College, and State University, as the centers from which this training, in order to be of value, must emerge.

Protecting Civilization, The Physician's Duty in the Reorganization of Society, by Stewart Paton, M.D., Lecturer in Neuro Biology, Princeton Univ. Harpers—January 1924.

In the constant struggle to adjust life in so complex a civilization, it is essential that the physician supplement his knowledge of the body with precise information about the activities of the mind, so that he can be a constructive factor in the great forward movement in the stabilization of society. A constructive programme is suggested for such preparation in the curricula of the medical schools, as well as for all persons who have immediate interest in directing human energy—the instructor in universities, teachers, social workers, political leaders and statesmen.

The Honor System in Secondary Schools, by Harry A. Peters, University School, Cleveland, O. The School Review. January 1924.

Demonstrating that the Honor System for examinations and written work in secondary schools is workable and essential as character building. The constitution of the Honor System as used in the University School of Cleveland is outlined.

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February Calendar

1924

Monday, the 4th, 8:30 P. M.—242 West 76th Street

Study Group for Men and Women

Conducted by Dr. Bernard Glueck

Course fee—Eight Dollars

Open to members only

Wednesday, the 6th, 3:45 P. M.—2 West 64th Street

Lecture—Dr. C. Macfie Campbell

Some Personal Factors Which Influence the Emotional
Life and Character of the Child

Free to members

Non-members, One Dollar

Wednesday, the 13th, 8:30 P. M.—2 West 64th Street

Lecture—Dr. Frankwood E. Williams

Mental Hygiene Aspects of the Parent-Child Relationship

Free to members

Non-members, One Dollar

Monday, the 18th, 8:30 P. M.—242 West 76th Street

Study Group for Men and Women

Conducted by Dr. Bernard Glueck

Course fee—Eight Dollars

Open to members only

Wednesday, the 20th, 3:00 P. M.—450 West End Av.

Conference—Mrs. Anna Garlin Spencer

The Family and Its Members

At the home of Mrs. A. N. Goldsmith

Open to members only

Tuesdays, weekly, 10:30-12:30 A. M.—242 West
76th Street

Study Group Conducted by

Dr. Bernard Glueck

Dr. Dudley D. Shoenfeld

Course fee—Twelve Dollars

Open to members only

Thursdays, weekly, 10:30 A. M.—2 West 64th Street

Joint Legislative Committee Meetings

Leader—Mrs. Marion Booth Kelley

Open to members of the Federation

Federation
for
Child Study242 West
76th Street
New York

Telephone Endicott 8298

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